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ABSTRACT

This brief highlights important literature since 1967 on community college curriculum and instruction. It consists of eight sections: Comprehensive Sources; Involving Faculty in Curriculum Development; Planning for New Curricula; Sample Curriculum Guides; Vocational/Technical Curricula Program Descriptions; Curriculum Evaluation; Interdisciplinary Curricula; and Ethnic Studies. The review is based on references to both published and unpublished materials from a variety of sources, including books, the ERIC files, and journals in the field. (Author/RT)

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ABOUT THE CURRICULUM

A Brief highlighting important literature since 1967 on curriculum and instruction for the community college.

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This Brief focuses on curriculum in two-year colleges. It consists of eight sections: Comprehensive Sources; Involving Faculty in Curriculum Development; Planning for New Curricula; Sample Curriculum Guides; Vocational/Technical Curricula Program Descriptions; Curriculum Evaluation; Interdisciplinary Curricula; and Ethnic Studies. This literature review is based on references to both published and unpublished materials from a variety of sources, including books, the ERIC files, and journals in the field.

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The literature about two-year college curriculum is not extensive but it includes some useful information. It tells us that:

The humanities are holding their own in the transfer programs but are not expanding.

Curriculum expansion is occurring in the health technologies and business education.

Useful curriculum guides for special programs such as paraprofessional training for the helping professions have been developed.

Master plans are useful in developing curriculum along a coherent, defensible model.

It takes more time to get courses approved in a multi-campus district; the more colleges in the district, the longer the time.

Instructional Development Grants, Faculty Fellowships, and similar internal grant award mechanisms are quite useful in involving faculty in curriculum development.

Developing, maintaining, and terminating occupational programs can be done on the basis of planned procedures.

Faculty adoption of curriculum innovations hinges on peer support and approval more than on the intrinsic merits of the innovation itself.

Market analysis surveys are the favored method for determining whether a new curriculum should be introduced.

Program planning budgeting systems mandated or suggested by state-level agencies have pointed up the real differences in cost among various curriculums.

Program cost relative to student learning assessment has been attempted and a few models are available.

Interdisciplinary courses in the social sciences and the humanities have been introduced as a way of accomodating different student interests.

Ethnic studies programs have diminished but ethnic studies courses are still widely offered through regular academic departments.

The literature does not tell us if:

Philosophies of curriculum are often considered in program planning.

Enrollment patterns are any less dominant in planning curriculum than they ever were.

Community-based education is effective in gaining political support for the colleges.

Curriculum planning is more or less different in colleges where collective bargaining agreements are in force.

Higher degrees held by faculty lead to more rational curriculum decisions.

The differences between courses and presentations are understood or considered by curriculum planners.

Older students need or want curriculums that differ from those that should be offered to their younger counterparts.

The differences in perceptions of curriculum held by faculty, administrators, students, and trustees are diminishing.

Better curriculum decisions are made at the state or the local level.

Curriculum planners tend to consult the literature in education.

COMPREHENSIVE SOURCES

Cohen, Arthur M. (Ed.) The Humanities in Two-Year Colleges: Reviewing Curriculum and Instruction. Los Angeles: ERIC Clearinghouse for Junior Colleges, and Center for the Study of Community Colleges, 1975. 101pp. (ED 110 119)*

This monograph reviews recent literature pertaining to two-year college humanities curricula and instruction. Separate sections consider foreign languages, literature, philosophy, religion and ethics, the appreciation and history of the fine arts, history, political science, cultural anthropology, area and ethnic studies, and interdisciplinary humanities. The major influences on humanities education in two-year colleges have been the transfer institutions' fluctuating requirements and the students' desire for pragmatic programs. The humanities are not widely emphasized in two-year colleges; their role as perpetuators of liberal arts holds a priority status far below career and adult education. To maintain enrollments, the colleges have taken steps toward the pragmatic with conversational foreign languages and interdisciplinary approaches. As it is recognized that the majority of students are not transfer students, instruction is shifting away from attempts to parallel university courses and teaching methods.

Cohen, Arthur M., and Associates. A Constant Variable. San Francisco, Calif.: Jossey-Bass, Inc., 1971.

This book is a critical overview of the current status of community colleges. A combination of a distillation of the relevant literature and broad insights based on experience in the field allows the authors to make helpful suggestions for application for the practitioner. Section Three is relevant to curriculum and instruction. A bibliography is included.

Reynolds, James W. The Comprehensive Junior College Curriculum. Berkeley, Calif.: McCutchan Publishing Corp., 1969.

This volume describes the community junior college curriculum in a logical and comprehensive manner. Topics covered include: the setting; major divisions of the curriculum; the basic fields; the applied fields; community services; student activities; curriculum development; factors influencing curriculum development; the library; theoretical curriculum issues; and the future of the junior college curriculum.

Tanner, Daniel, and Tanner, Laurel N. Curriculum Development: Theory into Practice. New York: MacMillan Publishing Co., 1975.

This well-searched, thoughtful tome explores the field of curriculum development in depth. Although more a textbook than a handbook,

it will nonetheless be an excellent basic resource tool for the practitioner. Selected references are included with each chapter.

INVOLVING FACULTY IN CURRICULUM DEVELOPMENT

Embree, Alan, and Others. Five-Year Action Plan for Curriculum Development. Chicago, Ill.: Central YMCA Community College, 1975. 36pp. (ED 104 451)*

With the aid of a grant from the Advanced Institutional Development Program, a group of Central YMCA Community College (CYCC) faculty were given released time to inquire into curriculum priorities. This document establishes the focal points of future curriculum discussions and outlines the developments which this faculty group hopes will ensue as a result of their inquiry. A five-year action plan, based on other recent studies conducted at CYCC, is proposed for the orderly implementation of curriculum development, maintaining student welfare and educational experience as the primary target. Strengths and weaknesses of the present structure and possible means of improvement are noted in sections on student needs, special curricula for ethnic and social minority groups, interdepartmental and interdisciplinary programs, extension programs, flexible scheduling, support services, performance objectives, evaluation of instruction, alternative ways of earning credit, new programs, and course and material development. A hierarchy of priority issues to be confronted from spring 1975 through spring 1976, and the rationales for the selection of specific priorities are presented. New courses and material development are designated as continuing concerns to insure significant achievements for the entire curriculum and to provide the basis for other research.

Feldman, Beverly Neuer. Procedure for New Course Development and Course Approval. Unpublished paper, 1977. 59pp. (ED 133 007)*

Criteria for the development of new coursework and the governance procedures necessary for course approval were analyzed and compared between two California community colleges, Los Angeles Valley College (LAVC) and Pasadena City College (PCC). Data were obtained during fall 1976 by means of printed materials and through interviews with personnel from the colleges. It was found that many similarities in procedures existed between the colleges. However, while PCC had nine steps in the course approval process including the involvement of its president, LAVC had two additional layers of procedure due to its membership in a multi-college district, and its president was not involved. Greater student involvement and community participation in the curriculum development/approval process were recommended. Additionally, incentives for faculty innovation in terms of curriculum were suggested as the current system(s) make innovation difficult. A bibliography is included and study-related materials are appended.

MacMillan, Thomas F. The Change Project at Mendocino College: Achieving Consensus on Curriculum Goals for an Integrated Liberal Arts Curriculum. Paper presented at the Annual Convention of the American Association of Community and Junior Colleges, Seattle, Washington, April 13-16, 1975. 15pp. (ED 113 002)*

Mendocino College (California) is participating in the national change in Liberal Education Project, which attempts to design comprehensive liberal arts curricula around a single unifying topic. The program at Mendocino focuses on the World Food Crisis, an area of study which is well-suited to the agricultural character of the local community. In order to achieve consensus on the curriculum goals of the program, the planning team participated in a modified Delphi study. Three goal categories--Knowledge, Skills and Abilities, Attitudes and Values--were considered separately, and formed a basis for further development of specific instructional objectives in each of the related disciplines of the project. An explanation of the Delphi technique employed and the results obtained in one of the goal categories, Knowledge, are included in the document. The author closes with a brief statement of the intended outcomes of the college's 36 credit hour program, which includes courses in the humanities, social sciences, and natural sciences.

Purdy, Leslie. Faculty in an Innovative Community College. Topical Paper No. 45. Los Angeles: ERIC Clearinghouse for Junior Colleges, 1974. 34pp. (ED 094 821)*

This paper reports the findings of an attempt to identify elements in one community college that influenced teachers' choice of instructional methods and styles. The college studied was an innovative institution, focusing special attention on audio-tutorial instruction (multimedia systems), computer assisted instruction, and instructional television. Using the participant observation method, the process by which 125 full-time faculty members accepted or rejected innovations was examined. The faculty members are categorized into four types: Uninhibited Innovators, Resistant Innovators, Uninvolved Non-Innovators, and Alienated Non-Innovators. The results of the study focus on the need of the faculty for a sense of autonomy in their work situation and the support and protection of their peers before adopting instructional practices foreign to them.

Rose, Claire, and Nyre, Glenn F. An Evaluation of the 1973-74 Instructional Development Grant Program. Los Angeles, Calif.: Los Angeles Community College District, Division of Educational Planning and Development, 1975. 70pp. (ED 112 965)*

In order to encourage the professional instructional staff to develop innovative teaching strategies and techniques, the Los Angeles Community College District established an Instructional Development Grant Program (IDG) in 1973. This evaluation is based upon a variety of data sources: campus visits, surveys, telephone interviews, and data provided by IDG, including project proposals, final reports,

lists of grants, and interviews. Descriptions of individual projects, along with evaluations by the grantees, an analysis by college and amount of funds, and an analysis by objective are presented. The funding strategy for the IDG programs was based on the assumption that a small amount of money ($3,500 per grant) would be sufficient to stimulate faculty experimentation and, at the same time, allow a larger number of faculty projects. Recommendations include: an improved evaluation system for individual projects; a change in project emphasis from instructional resources; an increase in project visibility from one campus to another; steps to assure comprehensive, rather than individual, faculty development. Appended is the Instructional Development Grant Program Guide for 1975-76, which outlines IDG procedures.

Segalla, Angelo. A Quasi-Critical Analysis of the Status and Effectiveness of the Faculty Fellowship Program at Golden West College, 1969-1975. Huntington Beach, Calif.: Golden West College, 1975. 42pp. (ED 115 354)*

The Faculty Fellowship Program at Golden West College (California) provides an annual fund to support faculty in implementing innovative methods of instruction. Since 1969, 401 proposals have been reviewed, and $316,287 has been allocated to 189 projects (47 percent). This report presents an objective overall picture of the program and provides an analysis of its effectiveness based on available data, consisting primarily of the opinions of the faculty members involved. The strengths and weaknesses of the program are discussed and recommendations for program improvement are made. Among the recommendations are the following: (1) since the same instructors and the same divisions seem to be receiving all the funding, new people and new divisions should be encouraged to apply; (2) team participation on fellowships should be encouraged; (3) after completion, fellowship projects should be constantly revised; and (4) every fellowship project should be accountable for a periodic progress report, completion report, and an evaluation report. The questionnaire used to solicit faculty opinions and a selection of project objectives are appended.

Training Program for Teachers of Technical Mathematics in Two-Year Curricula. Bayside, N.Y.: Queensborough Community College, 1976. 180pp. (ED 131 969)*

This handbook is designed to assist teachers of technical mathematics in developing practically-oriented curricula for their students. The underlying assumption is that, while technology students are not a breed apart, their needs and orientation are to the concrete, rather than the abstract. It describes the nature, scope, and content of curricula in Electrical Technology, Mechanical Technology, Design Drafting Technology, and Technical Physics, with particular reference to the mathematical skills which are important for the students, both in college and on the job. Sample mathematical problems, derivations, and theories to be stressed in each of these curricula are presented, as are additional materials from the physics and mathematics areas.

A frame of reference is provided through discussions of the careers for which technology students are being trained. There is also a section devoted to the development of reading and study skills and to general classroom management.

PLANNING FOR NEW CURRICULA

Adams, Suzanne, and Others. Educational Services Master Plan Project. Phase I: Information. Oakland, Calif.: Peralta Community College System, 1975. 191pp. (ED 105 915)*

This document reports the findings of four task forces involved in the first phase of master planning for the Peralta Community College District. Task Force I concerned itself with population, revenue, and enrollment trends. Peralta has had financial difficulty because of inflation and a general decline in assessed valuation per ADA. After the initial period of growth (1968-1973), enrollment increases have leveled off. The Task Force suggests the implementation of educational strategies designed to maximize opportunity while maintaining educational excellence and increasing cost effectiveness. Towards the end, Task Force III sought to identify and develop contacts with groups that might benefit from current programs but are not availing themselves of the opportunity, and groups that have traditionally been excluded from consideration in curriculum development (i.e., military, women, hospitals, penal institutions, and the middle class). Task Force IV reported on the projected manpower needs of the district and the colleges' role in fulfilling those needs. Task Force V studied various innovative and alternative educational delivery systems used by other districts and ranked them on the basis of their cost, versatility, and "perturbation" factors. Since computer assisted instruction was highest ranked, the current use of computers at Peralta is assessed in the appendix.

Lucas, John A. Market Analysis of Proposed New Programs in a Growing Community College. Vol. V, No. 4. Palatine, Ill.: William Rainey Harper College, 1974. 12pp. (ED 111 481)*

Market analysis for new program development in the community college occurs in four phases. (1) An overall manpower needs survey involving a canvas of all the employers and community organizations in the district. This phase is difficult because of the magnitude of the task, and the difficulty of forecasting changes in the market, especially in regard to new and emerging fields. (2) Determination of the demand by students for specific programs. Possible methods include surveys of high school seniors with regard to career preference, surveys of employees in a specific field with regard to their training needs, and surveys of the adult community in general. (3) Determination of the market demand for graduates in a specific field. This phase involves sampling the population of employers and organizations in the

district and then conducting follow-up studies. (4) Validation of market analysis surveys. This must be done primarily by actual student enrollment and follow-up studies of the graduates. Each of the four phases is described in detail and problem areas are discussed. Examples are drawn from sample studies conducted by William Rainey Harper College (Illinois). Survey results are organized into five tables.

Melville, Gary, and Roesler, Elmo. The Business-Industry Survey: Its Use in Institutional Planning. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., March 30-April 3, 1975. 14pp. (ED 104 473)*

The market research ideas and techniques presented here were developed for two reasons: 1) to appraise and project job market conditions that now or will later influence the employemnt opportunities for graduates of vocational and technical programs; and 2) to use the collected manpower data for immediate and long-range curricular planning. The business-industry survey, properly implemented, can also serve as an important communications link between local employers and the college. Survey procedures are incorporated into overall institutional planning activities throughout the process--from the examination of institutional philosophies and goals to the use of survey results in long-range planning. The market research procedures involved in developing and administering the survey, which include defining the population, developing the questionnaire, selecting the sample, and administration techniques, are described. A case study of the use of the survey at Haywood Technical Institute in North Carolina is presented. It is concluded that by matching specific programs with specific jobs, the community college or technical institute can formulate long-range plans that will benefit both the institution and the community.

Phillips, Herbert E., and Tucker, Katie. Needs Assessment: Importance in Planning, Present Status, [and] Needs Assessment and Long-Range Planning. Papers presented at the Convention of the Southern Association of Community and Junior Colleges, Atlanta, Georgia, December 9, 1975. 24pp. (ED 133 012)*

Following a review of needs assessment definitions, it is concluded that needs may be practically defined as the difference between what is and what ought to be. In order to analyze this difference, particularly in regard to job market openings in comparison to occupational curricular offerings and enrollment, a computerized model was established for a consortium of Florida community colleges utilizing currently collected information from the best of available sources. The nucleus of the model is derived from and focused on a single source--that of Job Bank data maintained by the Florida Employment Security Agency. The model described in this report is capable of answering such questions as: What are area job needs and their associated training requirements? Are there major gaps and shortages among jobs in our communities? Are our educational programs meeting the needs for special skills? What are the educational and economic trends in the community? What

will be the economic balance given the present trends? Answers to such questions can aid in policy-making intended to reduce imbalances and to responsibly address determined and projected future needs. Curriculum planning can then be based on the future needs of the community. Overall, the model is intended to be useful in providing information to be applied in reducing the deleterious imbalances between what is and what ought to be.

Posner, George, and Others. Program Planning in Two-Year Colleges: A Handbook. Ithaca: State University of New York, Cornell Institute for Research and Development in Occupational Education, 1975. 160pp. (ED 112 957)*

Part I of this document describes a model for occupational program planning in two-year colleges. The planning process begins with an estimation decision, i.e., whether the program idea is worth investigating. This decision can be divided into seven sub-questions or systems: (1) Identity--what should be the general content of the program? (2) Articulation--does the program fit college, local, regional, and state plans? (3) Resources--does the college have the resources to conduct the program? (4) Students--how many and what kinds of students will the program attract? (5) Employment--will graduates be able to obtain jobs commensurate with their training? (6) Support--will the program be supported within the college and community? (7) Evaluation--how will the program be evaluated? The second stage of the planning process is the precision phase, when the decision whether to implement the program is made. This phase requires a more rigorous investigation of the proposed program and involves four steps: strategy, detailed investigation of the seven subsystems, assessment and decision, and, when necessary, the preparation of a final program proposal. Part II of this document outlines the historical and theoretical context of the system, and Part III presents a simulation of the system at work.

Toler, Thomas M. PPBS: Its Impact Upon Curriculum Decisions. Unpublished paper, 1977. 21pp. (ED 136 897)*

This paper reviews the implications of the programming-planning-budgeting system (PPBS) for curriculum planning and decisions at the community college level in the state of New York. Although the state does not currently require that PPBS be utilized by its public community colleges, there is some evidence that such a mandate may be forthcoming from the legislature. It is anticipated that the PPBS concept will result in the mandating of a maximum cost per student as a determinant of state aid to the institution, with the result that some high cost per student programs may not recieve funding sufficient to allow their survival. Since technical programs tend to be more costly than general education programs, it appears that they are the most threatened by implementation of PPBS. Some technical programs in community colleges, such as x-ray technology, currently cost from approximately four to ten times as much as general education programs when measured on a per student basis. It is suggested that unless

PPBS is studied and mastered, curriculum planning may become an unintended budget function rather than the most stable feature of the institution.

Viaux, Frederic B. A Proposal to the Massachusetts Board of Regional Community Colleges for a New Occupational Program. Bedford, Mass.: Middlesex Community College, [1974]. 27pp. (ED 097 066)*

The development of a Mental Health Technology Program at Middlesex Community College is proposed. The 2-year program would train the student to become a middle-level generalist in the field of mental health with special abilities as a communicator. On successfully completing the program, the student would receive an Associate Degree in Mental Health Technology. The sections of the proposal are: 1. Purpose of the Program (Major Objectives, Job Performance, Specific Agencies to Be Served); 2. Need for the Program; 3. Program Design (Curriculum, Course Descriptions); 4. Clinical Affiliations; 5. Potential Enrollment; 6. Similar Programs; 7. Faculty Requirements; 8. Physical Plant and Equipment; 9. Cost Analysis; 10. Cover Letter and Attachments.

SAMPLE CURRICULUM GUIDES

Coole, Walter A. Greenbook Abstract and Catalog--2. Unpublished paper, 1976. 170pp. (ED 124 256)*

This catalog is the second in a series extending and updating teaching materials previously disseminated through the ERIC system, including the "Greenbook System" of training materials for higher education professionals (ED 103 083 and 084), Open Classroom Documentation, a procedural manual for an autoinstructional learning laboratory at Skagit Valley College (ED 103 086), and a number of self-contained programed courses developed for this Open Classroom. Along with a number of minor revisions and additions to the materials cited, the present catalog contains the following major additions: (1) for Philosophic Heuristic Instruction I (ED 103 087), a cassette catalog of audio materials and a complete 15-unit course in the history of philosophy; (2) for Philosophic Heuristic Instruction II (ED 112 972) a complete course in intermediate informal logic; (3) for the Oleanna Math Program (ED 103 088 and 089), a complete course in the history of mathematics; and (4) additional materials for Tiger Learning Skills (ED 112 974). Previous additions and revisions to these instructional programs appeared in the first edition of this catalog (ED 112 971). Included here for the first time are materials for two new Open Classroom programs: Tiger Teaching Skills, self-instructional materials for public school and college teachers, and Studies in Management, self-instructional materials useful for in-service training of teachers and administrators.

Coole, Walter A., and Reitan, Henry M. Greenbook Abstract and Catalog--1. Unpublished paper, 1975. 53pp. (ED 112 971)*

This catalog is intended to be issued periodically as a means of extending and updating teaching materials which have been previously published through ERIC by these authors. The materials include the Alpha and Gamma levels of the "Greenbook System," pre-professional and entry in-service professional levels of an integrated sequence of five training programs for higher education professionals; an operational manual for the Open Classroom, an autoinstructional learning laboratory at Skagit Valley College (Washington); and several self-contained, programmed courses in philosophy and mathematics developed for this Open Classroom. The present issue of the catalog contains two sample task analyses for addition to the "Greenbook System" (ED 103 083 and 084), and two pages to be inserted in the Coach's Manual section of "Basic Open Classroom Documentation" (ED 103 086). A sample of work required for an optional "A" project is supplied for "Philosophic Heuristic Instruction I" (ED 103 087). "Oleanna Math Program Materials" (ED 103 088) is substantially updated in the areas of pre-algebra, intermediate algebra, and analytic geometry. A number of additional short units and quick reviews are supplied for "Oleanna Math Program Smorgasbord" (ED 103 089).

Cowley, Dan. Human Resource Development and Human Services Technology... A Training Program Comes of Age: Final Project Report. Goldsboro, N.C.: Wayne Community College, 1976. 551pp. (ED 129 382)*

This report presents comprehensive documentation for the Mental Health Associate Training Project at Wayne Community College. The report is composed of twelve sections describing: (1) the changing nature, philosophy and scope of the human services as a system; (2) the characteristics of the college service area; (3) general information about Wayne Community College; (4) the Mental Health Associate training program and its rationale; (5) development of the Mental Health Associate curriculum and its relationship to the advised curriculum of the North Carolina State Department of Community Colleges; (6) an outline of the curriculum offered in the training program, a bibliography of teaching materials, and course objectives; (7) a detailed description of components of the curriculum; (8) practicum placements, internships, primary and secondary training resources, and training contracts and evaluation forms; (9) staffing problems and activities; (10) recruitment and selection of students, graduation standards, and predictors of job success; (11) the evaluation process and statistical data associated with the community, the college, and the program; and (12) alternative career ladder proposals and the personnel job classifications implemented within the North Carolina human services system.

Groves, Cecil L., and Kennedy, Edward A., Jr. Career Counselor-Technician: A Progress Report. Atlanta, Ga.: Southern Regional Education Board, Institution for Higher Educational Opportunity, 1974. 83pp. (ED 112 976)*

This document describes the development of a model career

counselor-technician curriculum at the junior college level. The initial steps taken included the organization of an advisory committee, the selection of Delgado Junior College as a sponsoring institution, the selection of a project director, and the proposal of a project budget. After establishing the need for a career counselor-technician, analyzing the availability and characteristics of potential students and faculty, selecting a curriculum model, and determining curriculum content, a prototype curriculum was developed. The prototype is designed to allow flexibility at any point in order to accommodate the needs of different locales. In order to avoid over-specializing the student and limiting his horizontal mobility, an occupational cluster or job-family approach is employed. However, the curriculum is sufficiently specialized to meet the demands of the employer as to job entry skills. Curriculum outlines and course descriptions for four specific human service programs now offered at other community colleges are presented as representative of current curriculum design in this field, along with course descriptions for the prototype career counselor-technician program. A survey of the literature is included, as well as the proceedings of a 1973 seminar on career counseling.

Lomen, Lynn D. To Develop a Curriculum Manual for the Cooperative Education Program at Los Angeles Valley College [California]. Unpublished paper, 1975. 48pp. (ED 105 942)*

This document is Part II of the Handbook on Cooperative Education at Los Angeles Valley College (California). It was designed to enable instructor/coordinators to conduct classes more effectively and efficiently. Outlines are provided of the new and revised curriculum offerings that have been suggested by students, the Cooperative Education Advisory Committee, and a random sample of employers. Each class sets its own learning objectives for the semester; therefore, the curricula included here are representative suggestions of what can be done. Results of three surveys indicated that day students want job-entry skills and job information, while evening students want information on promotions, human relations, and job benefits. The curriculum is divided into four units, two of which are further divided into units for day and evening students, since their needs are so different. A review of audio visual materials, a description of several role playing situations, and a bibliography of the books on vocational education which are available in the college library are also provided.

Nelson, Robert W. Real Estate Curriculum for Community Colleges. Salem: Oregon State Department of Education, Career and Vocational Education Section, 1976. 36pp. (ED 122 899)*

The Oregon Department of Education has prepared this curriculum guide to assist community college personnel in developing or upgrading real estate programs. This fast-growing field has demanded that community colleges analyze the course content of such programs so that they are relevant to the actual needs of the industry. An Advisory Committee for Real Estate worked jointly with the Instruction Division in

identifying the key areas of real estate, in locating authors in specialty areas of real estate to develop the course outlines, and in developing a uniform curriculum to assure educational quality and transferability. Completion of the program can lead to a certificate of completion in real estate or an associate degree. The associate degree requires 90 credit hours of real estate, related general business, and general education courses. This guide includes the course descriptions and topical outlines for six core courses (Real Estate Principles and Practices, Real Estate Computations, Real Estate Law I, Real Estate Finance I, Real Estate Transactions I, Real Estate Appraisal I) and for seven elective courses (Real Estate Law II, Real Estate Finance II, Real Estate Transactions II and III, Real Estate Appraisal II, Real Estate Brokerage Functions, Real Estate Exchange and Taxation). The licensing requirements in Oregon are included.

Richardson, Jim A., and Others. Education Associate: A Suggested Two-Year Curriculum. Raleigh: North Carolina State Department of Community Colleges, 1975. 38pp. (ED 130 701)*

This guide presents a model curriculum for use in developing programs to meet the needs for paraprofessionals in the helping services. Five options are offered in the curriculum: Counselor Associate, Early Childhood Associate, Recreation Associate, Social Service Associate, and Teacher Associate. The curriculum is structured so that students may acquire basic skills and receive a diploma after one year and/or continue for a second year in preparation for more advanced and responsible positions. The basic curriculum for any one of the five program options includes a three quarter required core of courses, followed by an additional three quarters of studies and practica in the area of specialization. The structured flexibility of the program allows the common core of courses to supply the educational experiences needed for all options at the diploma level. A higher degree of specialization, when pursued by the student, leads to the associate degree. The document reviews staffing and equipment needs of helping services programs, presents suggested course outlines and course descriptions, and lists organizations/information sources relevant to each of the program options and to employment opportunities.

Volunteer Program Management: A Suggested Community College Curriculum. Sacramento: California Community Colleges, Office of the Chancellor, [1975]. 70pp. (ED 110 108)*

This curriculum guide was prepared to assist community college administrators in the development of an education and training program for persons who desire to become directors of volunteer programs and for those currently so employed who desire upgrading or retraining to meet new trends. Following a brief discussion of the need for trained volunteer services administrators, the document considers the following issues: the kinds of students such a curriculum will attract; the kinds of knowledge, attitudes, skills, and abilities needed for social/human services work; why people volunteer; the tasks of the director of

volunteer services; faculty responsibilities; student recruitment; the administrative organization of the program; resources available for program planning; articulation; and the basic concepts of the program. The remainder of the document consists of a general introduction to the issues and decisions involved in planning the curriculum and a curriculum outline. The curriculum outline contains course descriptions and performance objectives for each of 12 modules. An extensive bibliography is appended.

VOCATIONAL/TECHNICAL CURRICULA PROGRAM DESCRIPTIONS

Eller, Vercie M., and Others. Nursing Education Options: Practical Nursing, Associate Degree Nursing. Raleigh: North Carolina State Department of Community Colleges, 1975. 378pp. (ED 130 715)*

Contained in this curriculum guide are information and guidelines deemed essential to administrators and faculty for planning, implementing, and evaluating a community college Nursing Education Options Program. The document is divided into five sections covering: program development; students and student support services; facilities, equipment, and instructional aids; and the curriculum, which is both outlined and presented in detail. For each course, the following information is given: (1) sequential placement of the course in the curriculum; (2) course description; (3) course and lab hours per week; (4) quarter hours credit; (5) prerequisites; (6) suggested textbooks; (7) central and contributory learning objectives; (8) evaluation criteria; (9) detailed course outline; and (10) an extensive bibliography. The instructional phase of the program is combined with student clinical experiences. The curriculum spans eight academic quarters and provides two exit points--after one year for students wishing to work as licensed practical nurses, and after two years for students wishing to work as registered nurses and who wish to receive the Associate Degree. Appended are materials related to the nursing program: sources of audiovisual materials, suggested admissions and academic policies, student records, criteria for student evaluation, an equipment list, and a general bibliography.

Hedinger, Howard E., and Fuqua, Larry Warren. Apprentice Education; General Information, Curriculum Guides, and Bibliography of Materials for the Establishment, Operation, and Implementation of Classes for Related Instruction. Raleigh: North Carolina State Department of Community Colleges, 1977. 207pp. (ED 134 251)*

This publication, consisting of four sections, contains information for administrative personnel concerning "related instruction" for Apprentice Education in North Carolina's system of community colleges. Related instruction, required courses designed to teach the apprentice that part of his trade which can best be taught in the classroom, is supplemental to the on-the-job training for specific occupations. Section I contains general information concerning the purposes and

operation of apprenticeship programs, and describes the roles of the state Department of Labor, advisory committees, and local institutions in relation to apprentice education. Section II contains suggested curriculum guides and course descriptions for the various trades. These are introduced by descriptions of courses basic to all programs, and then are grouped by broad field--Building Trades, Metal and Plastics, Graphic Arts, Service Trades--and divided by specific occupation. Section III contains a comprehensive list of instructional materials, organized by curriculum and subgrouped by textbooks or self-study/ programmed materials, applicable to 24 related instruction programs for apprenticeship education. Section IV contains examples of forms used by the North Carolina Department of Labor in relation to apprentice education.

Hunter, David. Nuclear Medicine Technology: A Suggested Two-Year Curriculum Manual. Raleigh: North Carolina State Department of Community Colleges, 1975. 163pp. (ED 130 714)*

This curriculum guide prescribes an educational program for training nuclear medicine technologists. Following a brief section on program development, the curriculum is both outlined and presented in detail. For each of the 44 courses, the following information is given: (1) sequential placement of the course in the curriculum; (2) course description; (3) course and lab hours per week; (4) quarter hours credit; (5) prerequisites; (6) suggested textbooks; (7) course objectives; and (8) detailed course outline. The nuclear medicine technologist curriculum spans eight academic quarters and leads to the Associate in Applied Science degree. Studies in the history, philosophy, and procedures of nuclear medicine technology are interwoven with studies in the basic physical and social sciences and English and with clinical practice at hospitals and other clinical agencies. In addition to the curriculum outline, admissions policies are suggested. Appended are: an outline of the essentials of an accredited educational program, job descriptions, a career ladder chart, a description and cost listing of necessary program equipment, and suggested supplies.

Steely, Robert D. The Human Services Technician. Battle Creek, Mich.: Kellogg Community College, 1975. 59pp. (ED 119 754)*

In order to assess the employment potential for human services paraprofessionals in the Kellogg Community College service area, a survey by mail of 103 organizations identified as potential employers was conducted in 1975. Thirty-nine of the 54 agencies responding indicated that they employ human services paraprofessionals. A large number of currently employed paraprofessionals are high school graduates with no formal education related to their occupation. Thirty-six of the respondents thought that Kellogg Community College should offer an associate degree human services technician program; 22 thought that the college should offer courses that would permit skill upgrading of employed paraprofessionals. The survey also revealed that a relatively large employment market for associate degree graduates exists. Based on the results of the survey, and evaluations of resource, facility,

budget, and curriculum requirements, a human services technician associate degree program is proposed. A core curriculum emphasizing work experience with options for specialization in one of the seven human services areas is recommended for adoption. The survey results are appended, along with a proposed curriculum outline and course descriptions.

Valvoda, Mary Alice. A Communications/Media Technology Program at the Community College Level. Unpublished paper, 1974. 39pp. (ED 115 336)*

This program, developed as a substitute for the library technology program at Lakeland Community College (Ohio), provides basic skills in the areas of communigraphics, reprographics, communications, telecommunications, audiovisual equipment repair and maintenance, and library technology. Taking into account the current swell in the field of media, this broad-based program is designed to prepare students to play a paraprofessional role not only in libraries, but also for a variety of other employment situations, thereby rendering them more "marketable" in the rapidly changing career ladder. In addition, it establishes feasible routes for lateral or vertical personnel movement. The bulk of this document is devoted to a review of the literature, in support of both instructional technology programs, and broad-based vocational education frameworks. A core curriculum is provided, along with four supplementary curriculum options: reprographics, telecommunications, maintenance and repair, and a general comprehensive option. Selected course descriptions are appended, along with lists of institutions having similar programs.

CURRICULUM EVALUATION

Beilby, Albert E., and Corwin, Luene. Curricular Decision Making in Occupational Education: A Procedural Checklist and Guide. Research Publication 76-5. Ithaca: State University of New York, Cornell Institute for Research and Development in Occupational Education, 1976. 115pp. (ED 130 728)*

This field-oriented guide is designed to assist college personnel, particularly those involved with two-year occupational programs, in the planning and evaluation of curricula. The guide consists of four parts. Part I, the Checklist, is divided into seven sections (program identity, articulation, resources, students, employment, support, evaluation) representing factors to be considered in planning or evaluating a course or program. Each section presents numerous questions to be answered in the planning/evaluation process, and provides references to aids in answering the questions found in Part IV. Part II explains the use of the Checklist, including the generation of objectives for evaluation. Part III covers the development of a strategy for answering Checklist questions and describes the mechanics

of the process. Part IV presents aids for answering specific Checklist items, including briefs, references, forms, worksheets, and questionnaires.

Rowell, James R., Jr. Needs Assessment Studies for Education. Gainesville: University of Florida, Center for Community Needs Assessment, 1975. 42pp. (ED 101 779)*

This literature review was designed to provide the reader with a comprehensive overview and a better understanding of the focus of recent educational needs assessment studies at all levels of education. Few needs assessment studies are similar in terms of the subject matter assessed or the techniques of data gathering. For the purposes of this paper, the multitude of needs assessment studies are grouped into five categories: (1) goals setting and long-range planning; (2) student characteristics and follow-up studies; (3) occupational needs assessment; (4) facilities design and educational innovation; and (5) curriculum evaluation and resource allocation. Conclusions indicate that much of the assessment of educational programs has been based on qualitative rather than quantitative instruments of evaluation. Evaluation is often a means of placating a funding agency rather than a vital instrument of policy determination and curriculum planning. However, community needs assessment is an inevitable process that will become an integral part in educational planning--indeed, in all areas of socio-economic planning. An extensive bibliography is appended.

Tyler, Ralph W.; Gagné, Robert M.; Scriven, Michael. Perspectives of Curriculum Education. Chicago: Rand McNally, 1967.

This classic will be a top reference for years to come for those involved in curriculum evaluation. Included are articles on technology for the evaluation of educational programs; changing concepts of educational evaluation; curriculum research and the promotion of learning; evaluation methodology; and a synopsis of aspects of curriculum evaluation. A bibliography is appended.

Winter, Gene M., and Others. Reality-Based Evaluation for Two-Year College Occupational Programs: Guidebook. Revised Edition. Research Pub. 76-3. Ithaca: State University of New York, Cornell Institute for Research and Development in Occupational Education, 1976. 57pp. (ED 130 685--Available from EDRS in microfiche only.)* Hard copy available from Cornell Institute for Research and Development in Occupational Education, 21 Stone Hall, Cornell University, Ithaca, N.Y. 14853 ($3.95).

This guidebook is designed to assist postsecondary occupational educators in the conduct of local program evaluation efforts. The Reality-Based Evaluation (RBE) system for program evaluation has been designed to be flexible within a general recommended structure and is intended to be adaptive rather than adoptive. A major tenet of RBE is that program adjustments are made as soon as data-supported judgments

are possible. RBE consists of three phases: (1) Clarification--program objectives, activities, evaluative strategies, and clarifying questions are identified; (2) Data collection--the Phase I information leads to Phase II where data collection is operationalized; and (3) Interpretation--judgments are made (based on data) and recommendations formulated for improving the program. Following a description of the system are illustrations of the methods by which the RBE system may be locally employed. Examples of RBE application are presented and discussed, as are numerous evaluation techniques and instruments, including a brief discussion of the advantages and disadvantages associated with each. Techniques of data collection and approaches to cost analysis are listed and described. RBE design materials intended to facilitate local design of evaluation forms are included.

Woodbury, Roger, and Others. An Evaluation of Individualized Instructional Units Using the Bayesian Theorem in Two-Year Technical Institutes Designated as Developing Institutions. Paper presented at the 15th Annual Southeastern Invitational Conference on Measurement in Education, Clemson, South Carolina, December 3, 1976. 21pp. (ED 135 439)*

This study used the Bayesian Theorem and cost/effectiveness analysis to measure the short and long range effectiveness and minimum costs of individualized instructional units constructed by educational development officers for use with low-income students at four North Carolina technical institutes designated as developing institutions. Students experiencing the individualized instructional units in the technical institutes responded to opinionnaires measuring their judgments of value of each instructional unit, and to questionnaires measuring the degree of behavioral objectives achieved per unit. A cost analysis procedure calculated the costs for each instructional unit. Student value judgments of each instructional unit formed the prior distribution of the Bayesian Theorem and the degrees of behavioral objectives achieved per unit made up the sample distribution of the model. Variables combined in the joint probability distribution generated utility probabilities (value) for each unit, and costs per unit combined with the utility values for each unit formed expected opportunity loss values in utiles from the conditional worth matrix. Utility and expected opportunity loss values indicated those instructional units with maximal effectiveness as well as those requiring revision. This model is an inexpensive effective planning procedure which demonstrates accountability in a variety of educational programs and systems.

INTERDISCIPLINARY CURRICULA

Collins, Charles C., and Drexel, Karl O. General Education: The Los Medanos College Model. Pleasant Hill, Calif.: Los Medanos College, [1976]. 218pp. (ED 116 746)*

This book-length study justifies, describes, and gives an initial evaluation of the general education model developed at Los Medanos

College (California). The opening chapter presents a detailed philosophic argument in favor of general education as a principle, and in support of the innovative aspects of the Los Medanos model. The argument is for general education as a hub of the total curriculum and as a requirement for the institutional endorsement of a degree. However, Los Medanos has full-blown programs in vocational areas, in transfer fields, and in continuing education as well. The Los Medanos model provides for interdisciplinary generic courses to be offered under the categories of the behavioral, social, biological, and physical sciences, language arts, and humanistic studies. The ten chapters of this document address such topics as the local context, generic and discipline courses, intensive student projects, the evaluation design, evaluation of the planning phase, impact of the planning process, problems with the model, and further developments. Enrollment data, demographic data, and program evaluation data are tabulated and included in the body of the document. Also displayed in table form are the Los Medanos governance model, a list of disciplines within each general education area, and schemes of individual courses.

Genesis: A Report to the National Endowment for the Humanities by the Coast Community College District. Huntington Beach, Calif.: Golden West College, [1976]. 59pp. (ED 130 732)*

This document describes the planning and implementation of an interdisciplinary humanities program at Golden West College. A planning committee sought input from faculty and students in order to determine what needs were not being met by current general education requirements and how an integrated program could be developed involving a mixture of cognitive, affective, and experiential learning. A pilot program was developed, requiring ten hours of class time per week, and offering a variety of learning activities such as films, lectures, seminars, workshops, readings, and independent studies. The one-semester pilot course consisted of three segments: (1) Bases of Human Relationships, (2) Alienation, and (3) Love and Friendship. The last week of the course, Celebration Week, provided students an opportunity for presentation of projects and performances. For each segment of the course, the document provides a listing of suggested lectures and panel discussions, suggested media, questions for seminar discussions, and workshop topics. Also provided is a general description of the program's purposes, goals, interdisciplinary mechanisms, learning activities, individual activities, administration, and evaluation. A section of the report outlines a five-year plan for program development and expansion.

Koltai, Leslie. "Merging the Humanities." New Directions for Community Colleges, 3 (4), Winter 1975.

This sourcebook focuses upon the humanities in the community college. In separate articles, Bernard Luskin describes an innovative program based on pop culture, Shannon Stack tells about a program in technology and humanities, for the occupational or noncontinuing student,

and Philip Nash offers a description of how curricular planning at Monterey Peninsula College (California) led to an interdisciplinary general education program with a time-modulated and highly mediated format. The meaning and purpose of existence is explored in a program described by Robert Peterson, while Richard Paul Janars relates an experiment at Miami-Dade Community College in combining literature, drama, philosophy, biology, sociology, psychology, and religion. Additional resources relevant to interdisciplinary curricula are cited in an article by Deborah Crandall and Elizabeth Rinnander.

McAlexander, Aaron. A New Interdepartmental Course: Science and Society. Charlotte, N.C.: Central Piedmont Community College, 1976. 57pp. (ED 119 776)*

This report describes the development and proposed content of a new interdisciplinary course called "Science and Society," which will be offered at Central Piedmont Community College (CPCC) for the first time in fall 1976. This course will deal with the role which science and technology have played in the events which have shaped the past, and what the application of science and technology can do to provide alternative futures. It will offer credit in either science (with laboratory experience) or humanities (without). Its objectives are to make the student more scientifically literate, to have the student learn about the role of science as a cultural influence, and to have him/her observe the trends of our post-industrial society and extrapolate its future. The report describes the procedures used to develop this course. It also includes a literature review and an extensive bibliography. A questionnaire distributed to the science and humanities faculty at CPCC to obtain their feelings about the need for such a course, what its objectives should be, and for whom its should be designed is appended. Also appended are a recommended reference list for the course, a flow chart of the procedures to be followed in initiating a new course at CPCC, a tentative course outline, and a sample course evaluation form.

ETHNIC STUDIES

Carranza, Elihu. A Multicultural Studies Model for the Community College: A Report and a Position Paper. Unpublished paper, 1976. 45pp. (ED 131 875)*

The Mexican-American Studies Curriculum at San Jose City College (California) was analyzed in order to determine appropriate means and purposes for implementing an interdisciplinary multicultural studies program for neighboring Evergreen Valley College. Results indicated that ethnic peoples face cultural conflict and isolation in contemporary North American society and that an environment that creates integrative experiences between the individual and his group is essential to the success of most Mexican-American students. A

multicultural studies model comprising four curriculum stages was subsequently developed. Stages of the model focus on (1) skills, (2) core, (3) emphases, and (4) synthesis. A rationale for each stage and evaluation procedures for use with the model were developed. While the multicultural studies model was initially formulated for use in implementing a Mexican-American Studies program, it should be noted that it is equally applicable to other ethnic or cultural studies. Appended is a statement of Evergreen Valley's philosophy and goals, a description of courses and units appropriate to the suggested model, and an analysis of the district-wide Mexican-American studies curriculum.

Castellano, Rita. Mexican Identification. Project Mexico. Los Angeles: University of California, Latin American Center, [1977]. 27pp. (ED 134 291)*

This document presents an outline and teacher's guide for a community college-level teaching module in Mexican identification, designed for students in introductory courses in the social sciences. Although intended specifically for cultural anthropology, urban anthropology, comparative social organization and sex roles in cross-cultural perspective, the content and objectives are applicable to various sociology and psychology courses. The module focuses primarily on analysis of Mexican social organization, including examination of social class, caste, and family oriented statuses and roles. Academic and psychological characteristics of community college students which must be addressed by the instructor to overcome stereotypes and preconceptions are outlined. Learning objectives, methods whereby students may attain the objectives, and methods for evaluating student performance are listed. Although no suitable text is available, selected readings recommended for both instructors and students are included. The bulk of this document outlines in detail the subject matter that the instructor should present to students during the course of the module.

Clark, Michal C., and Nieto, Jesus G. Project M.E.CH.I.C.A.: Materials para Estudios Chicanos Interculturales de America. Final Project Report. Bakersfield, Calif.: Bakersfield College, 1975. 63pp. (ED 115 331)*

A group of 25 bilingual Chicano community college students were selected to participate in this curriculum development project, 15 spending an entire semester in Mexico, and 10 going on a shorter tour. The major objectives of the project were: (1) to develop and disseminate bilingual Chicano Studies curriculum materials; (2) to train school personnel in the use of these materials; and (3) to develop an intercultural dimension to Chicano Studies. Fourteen teaching modules for public school classrooms were developed by the participating students, each providing prototypes of necessary curriculum materials and orientation and resource materials for the teacher. Among the other project achievements were a Chicano literature anthology, an anthology on Mexican and Chicano thought and philosophy, an anthology on Mexican and Chicano art, videotapes, poetry tapes, a catalogued

collection of pictures and slides, collections of Chicano Studies books and records, a comprehensive bibliography of Chicano Studies materials, and indices to Chicano Studies materials. The anthologies, indices, and media materials form a core of curriculum materials for use at the community college level. Special attention is paid to the international and inter-institutional aspects of the project, and the curriculum model is discussed in detail.

Garber, Zev. Jewish Studies at a Two-Year Public College (and) Lower Division Judaica: Problems and Solutions. Paper presented at Annual Meeting of American Academy of Religion, Chicago, Illinois, November 8-11, 1973. 41pp. (ED 086 269)*

A program in Jewish Studies is being offered by the Los Angeles Valley College, Van Nuys, California. Courses are offered in elementary and intermediate Hebrew, Contemporary Hebrew Literature in Translation, History of the Jewish People, Hebrew Civilization I and II, Israel: The Theory and Practice of Zionism, Jewish Religious Heritage, The Jew in America, and Yiddish Literature in English Translation. The program was established on the strength of a number of factors: the vital, dynamic force of Judaism in Western Civilization; the need for change in the present situation of Jews in the U.S.; the contribution of Jews in every aspect of human endeavor; the legitimacy of Jewish content classes as courses in the schools of Letters and Sciences; service to the educational needs of some of the largest growing Jewish communities in California; the demand by Jewish college youth that courses be relevant to themselves as Jews; the participation of the Jewish community enhancing the Jewish studies; and the administrative insight as to the importance of the program. Background, offerings, present standards, syllabus, methodology, characteristics of students and professors, observations in teaching several Jewish Studies classes, and some concluding remarks are presented.

Negrete, Louis R. Chicano Studies and Rio Hondo College. Whittier, Calif.: Rio Hondo Junior College, 1973. 63pp. (ED 077 483)*

A study was conducted to review and make recommendations concerning current and potential curricular offerings in Chicano Studies at Rio Hondo College. The need for Chicano Studies is discussed in terms of an assessment of current curricula, the emphasis and direction for Chicano Studies, and assessments of library offerings for Chicano Studies. Eight recommendations were made: (1) that a Chicano Studies Department should be established; (2) that it should be established in two phases--a Chicano Studies Center should be established immediately to coordinate a new Chicano Studies major, and a separate department should be established as soon as possible thereafter; (3) that a Chicano Studies major should consist of an Introduction to Chicano Studies, Contemporary Politics and the Chicano, Introduction to Chicano Culture, Bilingualism and Biculturalism in the Southwest, Chicano Economic Issues, Field Work in Chicano Studies, and Spanish Language in the Southwest; (4) that the center and department should be funded from the regular college budget; (5) that an action program should be developed to insure ample opportunity for the Chicano population

for all vacant college positions; (6) that the college should initiate a special study of what happens to Chicano students after enrollment; (7) that faculty inservice training programs be established; and (8) that Chicano scholars should be consulted prior to the acquisition of future library works on Chicanos.

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